

Unit Planning Guide: Grade __3_ Unit __4_ of __6_

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| Unit Title: Reading and Writing for Inquiry | Pacing (Duration of Unit): 8 weeks (20-28) |
| Grade: 3 | Buffer Day(s): |

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

W3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

W3.2a Introduce a topic and group related information together; include illustrations when useful to aid in comprehension.

W3.2b Develop the topic with facts, definitions and details.

W3.2d Provide a concluding statement or section.

W3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W3.7 Conduct short research projects that build knowledge about a topic.

W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3.4 Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.

L3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

WiDA Standards (ELL)

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WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social and Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency

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| <p>RI3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI3.5 Use text features and search tools (e.g., key words sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p>RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> | <p>levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> |
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| <p align="center">Meaning (*Mostly assessed through Performance Tasks/Assessments)</p> |
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| <p>Big Ideas:</p> <p>Fiction and nonfiction texts are organized differently and written for different purposes; we therefore read them differently.</p> <p>Authors write nonfiction to explore, describe, and explain information about a topic.</p> <p>The structure and features of nonfiction texts support readers in locating, understanding, and using important information easily and efficiently.</p> <p>Readers ask questions before, during, and after reading to clarify and elaborate understanding.</p> <p>Discussing texts with teachers and peers deepens comprehension and understanding.</p> <p>Writing about what we read helps us to organize, recall, and understand important information.</p> | <p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <p>When/why might we choose to read nonfiction instead of fiction?</p> <p>How does our purpose for reading nonfiction determine the way we read it?</p> <p>Why do authors use specific text features when writing nonfiction?</p> <p>Why do readers write about what they have read?</p> |
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| <p align="center">Acquisition (*Mostly assessed through traditional summative assessments)</p> |
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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

The types of text features found in nonfiction and their purpose.

Which text features in nonfiction (e.g., table of contents, index, glossary) are used to locate information and how to use them.

Nonfiction text does not have to be read from page 1 – it can be read at any point the text addresses readers' questions.

Rules for effective speaking and listening when discussing ideas from texts.

How to record new learning that is relevant to a topic.

Key Academic Vocabulary:

non-fiction
text features (captions, sidebars, titles, headings, sub titles, photographs, graphic, bold ,italicized, index, table of contents, glossary, tables, graphs (bar graph, line graph, pictograph),

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

Writing informative/explanatory texts to examine a topic and convey ideas and information clearly

- Using technology to produce and publish writing as well as to interact and collaborate with others (Creating)
- Conducting short research projects that build knowledge about a topic (Creating and Applying))
- Recalling information from experiences or gathering information from print and digital sources; taking brief notes on sources and sorting evidence into provided categories. (Remembering and Analyzing)
- Engaging effectively in a range of collaborative discussions (Understanding)
- Determining the main idea and supporting details of a text read aloud or information presented in diverse media and formats (Analyzing)
- Reporting on a topic or text with appropriate facts and relevant descriptive details; speaking clearly at an understandable pace (Applying)
- Using sentence level context as a clue to the meaning of a word or phrase (Analyzing and Understanding)
- Using language that pertains to time, sequence and cause and effect (Applying)
- Using text features and search tools to locate information (Applying)
- Comparing and contrasting the most important points and key details presented in two texts on the same topic (Analyzing)